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# Lifelong Learning Entitlement in England

## Courses Guidance - 26/27

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## Purpose

This document sets out further guidance on course and module designation and other relevant concepts for the Lifelong Learning Entitlement (“LLE”) service.

This document is to be considered in conjunction with the other LLE Policy Guidance Chapters:

- LLE Residency guidance chapter
- LLE Personal Eligibility guidance chapter
- LLE Fee Limits guidance chapter
- LLE Tuition Fee Loan Entitlement guidance chapter
- LLE Loans for Living Costs guidance chapter
- LLE Grants for Dependants guidance chapter
- LLE Travel Grant guidance chapter
- LLE Income Assessment guidance chapter
- LLE Administration guidance chapter

## Regulation References

References to “the regulations” in this document mean the Lifelong Learning (Student Support) (Amendment of Fees and Awards etc.) Regulations 2026

## Disclaimer

This guidance is designed to assist with the interpretation of the regulations, and it does not cover every aspect of funding administered under the LLE, nor does it constitute legal advice or a definitive statement of the law.

Whilst every endeavour has been made to ensure the information contained in this guidance is correct at the time of its publication, no liability is accepted with regard to the contents and the regulations remain the legal basis of funding arrangements under the LLE.

In the event of anomalies between this guidance and the regulations, the regulations prevail. Please note the regulations are subject to amendment.

## Contacts

**Any queries on the contents of this guidance should be addressed to the Student Loans Company (SLC) using the following contact:  
SSIN\_queries@slc.co.uk**

If you are looking for details on course collection and upload, including your responsibilities and service agreements in relation to the Courses Management Service (CMS) please see here and queries can be directed to  
courses\_service\_management@slc.co.uk

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## 1. Table of Abbreviations

<b>Abbreviation</b>	<b>Term in Full</b>	<b>Abbreviation</b>	<b>Term in Full</b>
ALL	Advanced Learner Loan	NHSBSA	National Health Service Business Services Authority
ARB	Architects Registration Board	Ofqual	The Office of Qualifications and Examinations Regulation
CDA	Credit Differentiated Activity	OfS	Office for Students
DSAs	Disabled Student Allowance	PAE	Priority Additional Entitlement
DfE	The Department for Education	PG	Postgraduate
FE	Further Education	PGCE	Postgraduate Certificate in Education
FHEQ	Framework for Higher Education Qualifications	PGL	Postgraduate Loan
FTE	Full-time Equivalent	QAA	Quality Assurance Agency
GfDs	Grants for Dependents	QTS	Qualified Teacher Status
HE	Higher Education	RRML	Reduced Rate Maintenance Loan
HECoS	Higher Education Classification of Subjects	SAE	Special Additional Entitlement
HEP	Higher Education provider	SCITT	Schools Centred Initial Teacher Training
HESA	Higher Education Statistics Agency	SFE	Student Finance England
HESF	Higher Education Student Finance	SLC	The Student Loans Company
HND	Higher National Diploma	SOS	Secretary of State
HTQ	Higher Technical Qualification	TEF	Teaching Excellence Framework
ITT	Initial Teacher Training	TFL	Tuition Fee Loan
LLE	Lifelong Learning Entitlement	UG	Undergraduate
LLC	Loan for Living Costs	UK	United Kingdom
NHS	National Health Service	ULIP	University of London Institute in Paris

## 2. Summary

This guidance sets out how courses and modules are designated for student support under the Lifelong Learning Entitlement (LLE), based on the Regulations. It explains the key features of LLE provision, the rules for automatic and specific designation, and the introduction of modular funding.

A student is only eligible for student support in conjunction with a designated course or module which means that a student's attendance or undertaking of a designated course is fundamental to them accessing student support under the LLE.

Otherwise, course information is used throughout the assessment of student support to determine a student's eligibility, access student support products, product entitlement and repayment.

This guidance chapter details:

- Course Designation under LLE
- Module Designation under LLE
- Concepts and course features and types that are relevant to the regulations.

Only courses that begin on or after 1 January 2027 will be designated for funding under the LLE (Regulation 1(2)).

## 3. General Course Concepts and Features

This section will detail key features of courses designated under the Lifelong Learning Entitlement (LLE).

Within this section the term "course" can, unless otherwise specified, also be used to include modules and should be read as such. References to the term "module" however, are specific to modules.

### 3.1. Course Year

Under the LLE, there will no longer be the concept of the four seasonal academic years as these have been replaced by twelve "course years", one for each calendar month.

As set out in Schedule 1, a course year is a 12-month period that starts on the first day of the month in which a course begins. This is called the first course year.

After that, each subsequent 12-month period while the course is still ongoing is a new course year.

Course years have been implemented to serve a similar purpose as academic years, however with greater alignment to when a course starts. The more frequent course

years are also intended to allow providers to run more intakes of courses and modules.

Course years will be important in the management of maximum fee limits per year as well as in other areas of LLE policy a student's personal eligibility (particularly residency) and qualification for and entitlement to Tuition Fee Loan, loan for living cost and supplementary grants.

### Example

**Irina** starts a course at University of Liverpool on 12 February 2027 so their course year begins on 1 February 2027 with their subsequent course year beginning on 1 February 2028.

## 3.2. In Attendance and Distance Learning Courses

The regulations assume that courses normally require attendance and for this reason, there isn't a specific definition of an "in attendance" course within the regulations. This means that if a designated course does not meet the definition to be a distance learning course, it is an "in attendance" course.

A 'distance learning course' is defined in Schedule 1 as "a course on which a student undertaking the course is not required to be in attendance by the institution providing the course, where "required to be in attendance" is not satisfied by a requirement imposed by the institution to attend any institution—

- (a) for the purposes of registration or enrolment of any examination,
- (b) on a weekend or during any vacation, or
- (c) on an occasional basis during the week"

### Example

**Shuna** is attending a course at the Open University. They are not required to be in attendance as all mandatory teaching for the course is completed online. Although they can attend an occasional, optional in person tutorial this is not enough to consider the course 'in attendance'.

The determination of a of whether a course as "in attendance" or "distance learning" should be reflective of the standard delivery of the full course, and not on a course year by course year or student by student basis.

Providers may choose to run both "in attendance" and "distance learning" versions of courses, and where this is the case, they must set up both variants of the course separately within SLCs Course Management Service.

Terms such as blended or hybrid learning may be used to describe these courses and differentiate between variants of the same course. However, these are not regulated terms and may represent a range types of learning and it is important that whether a course is distance learning, or not, should be determined by assessment against the criteria set out in the definition within the regulations and not based on these descriptors alone.

Under the LLE, students on in attendance and distance learning courses can qualify for Tuition Fee Loan (TFL) and Disabled Students' Allowance (DSA).

However, students on distance learning courses cannot usually qualify for Loan for Living Costs (LLC), Grants for Dependents (GfDs) and Travel Grant.

### 3.3. Study Intensity

As the LLE will deliver a unified student support system across both full-time and part-time provision there will no longer be a separate designation of full-time and part-time courses under the Regulations.

This unified system means that previous barriers to moving between full-time and part-time (formerly known as mode switching) have been removed as one set of rules will apply to all courses. This means a single course could be studied at different intensities depending on the needs of the individual student.

For example, one student might study it at a higher intensity (finishing within the standard timeframe or faster), while another might complete it more slowly over a longer period.

Initially, despite the flexibility introduced by this shared funding system, it is expected that most students will study courses that are completely full-time or part-time, and providers will continue to describe their courses using these terms. The Student Loans Company (SLC) systems will therefore allow providers to show different versions (or variants) of a course to help students choose the correct course where multiple versions exist.

The rules relating specifically to accelerated courses, which were formerly considered full-time, have also been removed and these courses will be subject to the unified rules.

### 3.4. HECoS Codes and CAH Groupings

The Higher Education Classification of Subjects (HECoS) is a sector-wide coding system managed by the Higher Education Statistics Agency (HESA). HECoS codes provide a consistent approach to classifying subjects across higher education.

HESA further consolidate the HECoS codes into three groupings called Common Aggregate Hierarchy (CAH) groupings, which group together HECoS codes into subject areas.

All courses delivered under the LLE, including both full courses and modules, must have an assigned HECoS code in the SLC Courses Management System (CMS) and SLC then maps the HECoS code to the CAH subject groupings using the HESA published mapping ([here](#)).

While HECoS codes are primarily captured for sector reporting purposes, they are also used by SLC to determine some system logic including identifying certain courses such as medicine, dentistry and architecture, which allows for more intuitive question flows. Currently there are no specific uses of HECoS codes in the regulations.

Rather the CAH subject groupings are then used in the regulations whenever there is a need for a subject limitation within DfE's policy, this is because in the application of these policies HECoS codes alone would be too narrow a frame of reference for the policies to be effective.

The areas of LLE policy that use CAH groupings vary in the level of specificity, with broad subject matches being reflected by using CAH level 1, and more specific subject links being reflected using CAH levels 2 and 3.

Under the LLE, CAH is used in the following subject grouping-based policies:

- CAH level one is used to apply limits to special period additional entitlement where a transfer occurs, ensuring that entitlement accrued is only carried over where the student remains in the same subject area.
- CAH level two is used in the "Module Approved Subject and Provider List" to specify the subject of parent courses approved for modularisation.
- CAH level three is used to specify the subject groups that attract a lower foundation year fee limit.

### 3.5. Credits

The LLE Student Support Regulations define a credit as a unit that represents the total amount of learning time a student is expected to need to complete a course or part of a course.

Similarly, the Quality Assurance Agency's (QAA) Higher Education Credit Framework for England (HECF) describes credit as a way of measuring and recognising learning, wherever and however it takes place.

Credits serve several key purposes:

- they provide a consistent way to value and record learning across different contexts
- they indicate how individual units of learning contribute to the overall course or module

- they reflect the amount of study time required, with one credit typically representing around ten hours of learning

Credits or, where necessary, equivalent notional learning hours are used to determine eligibility and entitlement for student finance and form the basis of LLE's unified rule set and will be the basis of the LLE fee limits.

As a result, all courses and modules designated under the LLE must have a specified number of credits for each year of this course. Credits will be recorded in the SLC's Course Management System (CMS) by the provider. The credits will either be set by the provider or according to the LLE Fee Limit regulations for non-credit bearing study.

Courses may have a mix of credit bearing and non-credit bearing years.

### **Credit Bearing**

The majority of course years are expected to be credit bearing and have the yearly credit value set flexibly by the provider, subject to a maximum of 180 credits per course year. The overall credit value of a course is also capped by the per-course amount.

Credit bearing course years may have a mix of study types included, such as taught and placement. Where this happens then each study type will still be limited by the per-course amount for each activity and they cannot aggregate to more than 180 credits.

A course year may deliver credits more than either the per-course amount or the 180-credit maximum, however any credits in breach of these limits cannot be charged for or attract a tuition fee loan.

### **Non-credit Bearing (Default)**

In some instances, default credits will be applied to course years that do not contain credit bearing study, or for certain credit bearing courses due to how they are delivered.

A course year will be non-credit bearing if:

- it contains study that is chargeable but has no credits allocated to it, or
- the allocated credits do not represent 10 notional learning hours per credit, or
- it contains a mixture of credit bearing and non-credit bearing study.

The courses that will always use default credits are:

- degrees in medicine, dentistry and veterinary science including graduate entry courses
- degrees in nursing, midwifery and other pre-registration allied health courses including postgraduate pre-registration courses
- one year teach training courses, such as PGCEs and FE ITTs.

The default credits are calculated using a per-year amount, and the same per-course amounts as credit bearing courses.

The per year amounts for non-credit course years are determined on the number of notional learning hours and the number of study weeks in a course year.

Where the course year contains at least 15 study weeks and

- more than 900 hours of learning, the credit amount for the year is 120 credits
- 900 or less hours of learning, the credit amount for the year is 90 credits
- 1800 hours of learning (representing accelerated provision), the credit amount for the year is 180 credits.

Where the course year contains less than 15 weeks of study, then the per-course amounts are halved to 60 credits and 45 credits.

For non-credit bearing specialist periods, such as placements, the default credit value is 4 credit per week of specialist period, capped at a maximum of 120 credits or 30 weeks.

### **Per Course Amounts**

There is a cap on the number of credits a provider can charge for each type of course, which is called the per-course amount. Where a student is required to repeat part of a course, the credits associated with the repeat period does not count toward the per course amount.

Certain courses, including those on the Ofqual register (former ALL courses and gateway courses), HTQs and Further Education ITT courses, will have the per-course amounts specified when they are approved for inclusion on the relevant designation lists. For other courses the per-course amounts are specified in the fee limit regulations and are set out in Annex B.

The per-course amount for study abroad, Turing mobilities, placement, intercalated years and foundation years is 120 credits per activity.

Where a course is a top-up course, which is a course that has a shorter duration than would ordinarily be required to gain the qualification and some study has been bypassed due to prior attainment or experience, then the per-course limits should be reduced by the bypassed credits.

The per-course amounts are also replicated in the regulations relating to tuition fee loan, to provide a limit to the tuition fee loan available to non-fee limited courses, including those on the approved section of the OfS register and in the DAs, with additional entries for Scottish Courses, due to their longer duration.

### 3.6. Qualification Level

Qualification levels within the Framework for Higher Education Qualifications Degree-Awarding Bodies in England, Wales, and Northern Ireland (FHEQ) are described as being “*a statement of the generic characteristics of outcomes of learning at a specific level of a qualifications framework*”. The FHEQ has different stages known as framework levels. These reflect distinct levels of achievement.

Framework levels help to make sense of how higher education qualifications at different levels within a particular framework relate to each other. They also assist in the comparison of different types of qualifications at the same level within a particular framework level or in the comparison of qualifications at a similar level in different frameworks both nationally and internationally.

The LLE will continue use qualification level, as part of the designation criteria and from 1 January 2027 support will be available for:

- designated full courses at levels 4-6
- designated full courses in certain level 7 qualifications, aligned to existing undergraduate funding exemptions (Integrated Masters, Postgraduate Initial Teacher Training (PG ITT) and Healthcare)
- designated modules at levels 4-5 which form part of any Higher Technical Qualification (HTQ) at a provider approved to deliver modules by DfE
- designated modules at levels 4-6 which form part of a Level 6 course in a subject approved for modules at a provider approved via DfE’s expression of interest process.

Otherwise, there are no further rules under the LLE that utilise the Qualification Level, and former HESF concepts such as Equivalent or Lower-Level Qualification (ELQ) restrictions will not apply.

### 3.7. Taught Study

Taught study is learning at the student’s provider where you learn through structured, scheduled instruction as part of a course, which includes:

- lectures
- coursework
- laboratory work
- seminars
- independent reading or study
- assessment
- revision

In addition to this “normal taught study”, repeat study and both lower and higher fee foundation year study are also considered forms of taught study for fee limit and LLE policy purposes.

### Learning in the workplace

This is a period where the student is required to undertake learning in the workplace as a compulsory part of the course. This is frequently a feature of foundation degree courses, but it may also occur in other courses such as

- teaching practice for teacher training courses
- practical placements on veterinary degrees
- clinical placements on healthcare courses

Learning in the workplace is a structured academic programme, controlled by HE providers, and delivered in the workplace by academic staff of the institution, or staff of the employer, or both.

Unlike work experience, which is one element of a course, learning in the workplace an integral part of an individual's learning programme and must be subject to the same level of academic supervision and rigour as any other form of assessed learning. It includes:

- the imparting of relevant knowledge and skills to students
- opportunities for students to discuss knowledge and skills with their tutors
- assessment of students' acquisition of knowledge and skills by the institution's academic staff, or jointly with an employer.

Learning in the workplace, in DfE's view, may be a substitute for learning that would normally take place within an institution.

The actual machinery (whether lectures, tutorials, examinations or other means) is not crucial in identifying learning in the workplace, so long as knowledge and skills can be shown to be effectively imparted and assessed.

## 3.8. Terms and Study Periods

In removing the concept of an academic year, the LLE also moves away from the rigidity of fixed term dates linked to the quarters of an academic year. The regulations will not stipulate how a provider must set up their course up on SLCs systems to receive support.

Instead, the LLE opts for a provider lead approach to upload course dates as aligned to their delivery, some may continue to present this as three terms, however LLE systems will allow any number of study periods to be submitted, including the more common two semester set up at many providers.

This was necessary to ensure that modules and courses less than a year in length could be set up flexibly and not be limited by arbitrary dates. This also has the added

benefit of allowing providers to more accurately reflect their provision in CMS rather than be forced into the term structure.

The study period dates, remain an important feature of courses and subsequently the eligibility, entitlement and repayment rules under LLE.

A study period could include any of the following types of study:

- taught study
- sandwich placement
- study abroad

## 4. Providers

While the regulations designate courses, a key element of that designation relates to the providers delivering the designated courses, this section sets out the background relevant to understanding the types of providers that can have provision designated for LLE support.

### 4.1. Office for Students (OfS)

The Higher Education Research Act 2017 established the OfS as the independent regulation for higher education in England and it sets out their responsibilities and functions in relation to higher education provider regulation, such as quality, financial sustainability, governance and regulatory monitoring of registered English providers.

All providers located within England may apply for registration with the OfS regardless of whether they have traditionally offered Higher Education courses only, Further Education courses only or a mixture of both.

For more information on the OfS, please see their website [here](#).

### 4.2. Registered Providers in England

To enable general designation of their full courses and modules under the LLE Regulations, subject to the criteria set out in the sections below, English providers are required to be registered with the OfS.

The following existing categories of providers in England will be able to designate courses for support under the LLE:

- Providers registered in the Approved category of the OfS register; or
- Providers registered in the Approved (fee cap) category of the OfS register.

Courses provided by a registered provider in England in conjunction with an institution which is situated outside the United Kingdom may also deliver designated LLE courses and modules, as long as 50% or more of the learning is undertaken at the UK provider.

### 4.3. Access and Participation Plans

Providers in the Approved (fee cap) category of the OfS register may submit an Access and Participation Plan (APP) to the OfS which sets out they will improve outcomes and provide equal opportunity for students from disadvantaged backgrounds to access and achieve in higher education.

Where a provider has an APP, they are subject to a higher fee limit than those who do not have one and can charge more if they wish. However, an APP can also provide a specific fee cap in respect of provision at a provider which is lower than the maximum cost per credit fee limit.

### 4.4. Teaching Excellence Framework (TEF)

The Teaching Excellence Framework (TEF) is a national scheme for all UK providers run by the OfS that assesses and rates universities and colleges for excellence above a set requirement in quality and standards. TEF is intended to promote the delivery of excellence in areas prioritised by students including teaching, learning and positive outcomes from their studies. A total of 228 providers took part in the most recent round of TEF in 2023.

There are currently three TEF awards, Bronze, Silver and Gold. Providers who hold one of these awards prior to 1<sup>st</sup> August 2026 may charge an inflationary fee uplift for their LLE courses in year one.

More information on the TEF Scheme can be found on the OfS website ([About the TEF](#)).

### 4.5. Non-registered Providers in England and Franchising.

Providers not registered with the OfS may deliver courses designated for LLE support if the course is delivered via a franchise arrangement, these courses are known as franchised courses.

#### 4.5.1. Franchising

A franchised course is a course which is delivered either at:

- a non-OfS registered provider on behalf of a OfS registered provider, or
- an Approved provider on behalf of an Approved (Fee Cap) provider

These arrangements are quite common and can be an effective way of addressing provision gaps across the country.

In a franchise arrangement the franchisor or lead provider is responsible for determining to a varying degree the course content and they may provide some or all the course materials and the lecturers to the franchisee to allow them to deliver the course on their behalf.

Registered providers acting as franchisors to non-registered providers are expected to have strong management and governance arrangements with their franchisees to ensure students continue to receive high quality courses and outcomes.

Where both franchisor and franchisee are registered with the OfS, then there is an expectation on both parties to uphold strong management and governance arrangements.

As the regulations set out that a course is provided by the institution that delivers the teaching and supervision (regulation 5(7)(a)). Where a whole course is franchised, it will normally be regarded as provided by the franchisee, provided the franchisee is responsible for delivering the teaching and supervision. Where only part of a course is franchised, the course should be regarded as jointly provided by both institutions.

Despite this, the lead provider is responsible for uploading and managing franchise courses to SLCs course management system, as the non-registered provider will not have access and providers registered only in the Approved section of the register can attract the correct funding limits for franchised provision.

Regardless of the registration of the franchisee, franchised provision can be designated under the general designation provisions in England.

For providers in Wales, Scotland or Northern Ireland if the franchisee is a regulated (in Wales) or publicly (Scotland and Northern Ireland) funded institution and the course meet the general designation requirements under the LLE, then it will be designated. If the provider is not regulated or publicly funded specific designation will have to be sought from DfE.

## 4.6. UK Providers outside England

English domiciled students who are eligible to apply for funding under the LLE may undertake a full course at a provider located outside of England but within Wales, Scotland, and Northern Ireland. Such full courses may be automatically designated subject to criteria set out in sections below, if they are:

- provided by a registered provider on behalf of a regulated institution in Wales,
- provided by a publicly funded institution in Scotland, Northern Ireland, or Wales on behalf of a regulated institution in Wales,
- provided by an authority-funded institution in Scotland or Northern Ireland, in conjunction with an institution which is situated outside the United Kingdom,

- provided by a regulated institution in Wales or a regulated institution in Wales in conjunction with an institution which is situated outside the United Kingdom, or
- a Welsh designated course, a Scottish designated course or a Northern Irish designated course.

## 4.7. Provider Fee Limits for Taught Study

DfE are responsible for setting out the fee limits, on a cost per credit basis, that an English provider can charge their students. These are set out in The Lifelong Learning (Fee Limits) Regulations.

English Providers registered in the Approved (fee cap) category of the OfS register are subject to the fee limits set out in Table 1 below. These apply to all taught study except lower fee foundation years (section 8.2.3).

**Table 1 – 2026/27 Taught Study Fee Limits**

The Provider has	Fee Limit (120 credits)	Cost Per Credit
An APP and a TEF rating	£9,790	£81.5833
An APP only	£9,525	£79.375
A TEF rating only	£6,525	£54.375
No APP or TEF rating	£6,350	£52.9166

The table includes the fee limits for 120 credits of taught, as this is how it is expressed in The Lifelong Learning (Fee Limits) Regulations, and represents the fee for a typical year of taught study.

English Providers registered in the Approved category of the OfS Register are not subject to a Fee Limit, however an LLE student's tuition fee loan entitlement will be capped.

The devolved administrations of Northern Ireland, Scotland and Wales are responsible for setting the fee limits that their providers can charge students and this will continue to be set as an annual figure.

## 5. General Designation of Courses and Modules

General designation is the regulatory mechanism that allows most courses to be designated for support without active approval from DfE.

Courses that meet the criteria set out in the Lifelong Learning Entitlement (LLE) Student Support Regulations being run at qualifying providers can be uploaded to the Student Loans Company (SLC) systems directly by providers.

The regulatory mechanism for designation of full courses will remain broadly the same under the LLE as the previous system. Notable changes are:

- the consolidation of full-time and part-time courses under one set of provisions.
- removal of the minimum duration requirement for most course types.
- adapting the list of qualifications to include additional course types introduced by combining former FE provision with HE.

## 5.1. Designating Courses

The introduction of the LLE will see student finance made available on an equal basis to students undertaking full courses at Levels 4-6 in the following categories:

- Courses that are funded through the current Higher Education student finance (HESF) system, including Higher Technical Qualifications (HTQs).
- Other courses that will enter the LLE via direct DfE approval (excluding HTQs). This includes “Advanced Learner Loan (ALL) Transfer” qualifications at levels 4-6.

Full courses undertaken at any provider outlined in section 4.2 will be designated for student support if they:

- lead to one of the qualifications in section 5.1.1,
- meet the other designation criteria, and
- are not on the list of designation exclusions.

### 5.1.1. Designated Course Types

The full courses that are designated for student support under the LLE will fall into two groups:

- “Schedule” courses set out in Schedule 4 of the LLE Regulations,
- “Course List” courses set out in the published “Designated Course List” (link) which will contain details of the “ALL Transfer” courses (Part 1) and the “Gateway” courses (Part 2).

#### “Schedule” Courses

The Schedule courses are:

1. A first-degree course
2. A course for the Diploma of Higher Education

3. A course for the Higher National Diploma or Higher National Certificate, from the Business and Technician Education Council, or Qualifications Scotland
4. A course for the Certificate of Higher Education.
5. A course for the initial training of teachers.
6. A course, that does not normally require a first degree (or equivalent qualification) as a condition of entry; and is in preparation for a professional examination of a standard higher than that of A-Levels (or Scottish Highers) or National Certificates/Diplomas from the Business and Technician Education Council of Qualifications Scotland.
7. A course, that does not normally require a first degree (or equivalent qualification) as a condition of entry; and is providing education (whether or not in preparation for an examination) the standard of which is higher than that of A-Levels (or Scottish Highers) or National Certificates/Diplomas from the Business and Technician Education Council or Qualifications Scotland.
8. A postgraduate pre-registration course.
9. A graduate entry accelerated programme.
10. A graduate entry veterinary course.
11. A course for an approved HTQ.

Schedule Courses that start prior to OfS registration, may become designated upon OfS registration, if they start after 1<sup>st</sup> January 2027. If they start prior to 1<sup>st</sup> January 2027, they will be designated under the existing student support system ([HESF Assessing Eligibility Guidance](#)).

#### “Course List” Courses

An “ALL-transfer course” is a course leading to qualification that was previously funded in accordance with the Further Education Loans Regulations 2012 (as amended), and which DfE has considered to be suitable for funding under the LLE.

The ALL-transfer process was managed by DfE and allowed existing Level 4-6 Ofqual-regulated qualifications previously funded by ALLs to transfer to the LLE, if they met the necessary criteria. “ALL-transfer courses” are published [here](#).

No further provision will be approved via the ALL-transfer process following its conclusion ahead of the launch of LLE in September 2026, this was done to provide a clear transition to LLE for provision that already existed.

In future, any courses leading to other Ofqual-regulated qualifications not on Part 1 of the list, including any existing ALL-funded qualifications that were not submitted to the initial transfer process, may enter the LLE via the “Qualifications Gateway” process which is to be managed by DfE on an ongoing basis following its expected launch in 2027 or alternatively via the HTQ approvals process. Further detail on the LLE qualifications gateway can be found [here](#).

Qualifications approved by DfE via the gateway, will be published as Part 2 of the “Designated Course List”.

Course List courses must start after the provider has been registered with the OfS and after the 1<sup>st</sup> January 2027 to be designated for LLE support. If a Course List course starts prior to OfS registration or prior to 1<sup>st</sup> January 2027 and the provider has an ALL contract in place they may be designated for ALL support.

### 5.1.2. Course Level

Course Level is not a stipulated criterion of course designation under the Regulations, rather in practice, the level is intrinsic to qualifications listed as courses Schedule 4 and Courses Lists which are typically at FHEQ Levels 4 to 6.

The exceptions to this being courses leading to an Integrated Master's degrees, postgraduate Initial Teacher Training (ITT), and certain postgraduate healthcare courses, which lead to qualifications at Level 7.

### 5.1.3. Course Credits

While providers are required to submit a credit value for all courses attracting LLE support, to enable the correct application of entitlement rules, there is no specific requirement for full courses to be credit bearing in the designation criteria set out in the Regulations. As set out in 5.2.4 below this differs from Modules, which must be credit bearing to be designated for support.

However, many "Schedule" courses will be credit bearing by virtue of external criteria for the award of the specific qualifications and "List" courses must be credit bearing to being included on the list and therefore must be credit bearing in order to be designated.

A minimum value of 30 credits or 300 notional learning hours will need to be met in order for a course to be designated for LLE support unless the course leads to one of the following ALL-transfer qualifications.

- NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner (19 Credits)
- NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges (21 Credits)
- YMCA Level 4 Certificate in Sports Massage Therapy (soft tissue dysfunction) (29 Credits)

### 5.1.4. Course Duration

The Regulations do not set a minimum course duration for most designated course types except for:

- paragraph 6 and 7 courses from the schedule, which must be at least one year in length, and

- postgraduate pre-registration courses, which must be at least two years in length.

There is no maximum duration requirements stipulated as a condition for course designation.

Although providers should consider minimum course durations that are practical when considering total credits, so that study volume is manageable for students.

Providers should also consider the implications of the specific student support product minimum credit qualification criteria when considering the duration of courses, to ensure that students are not prevented from receiving support where minimum credit requirements are not met.

### 5.1.5. Course Location

Where a course is delivered may have an impact on whether it is designated or not.

#### England

All schedule and list courses will be designated for support if the provider is in England and is registered with the OfS.

#### Northern Ireland, Scotland, and Wales

As the designation courses of courses in the rest of the UK is determined by the designation rules set out by the devolved administration in their respective student support regulations then not all courses will be designated if undertaken at a provider outside of England but within the UK.

Schedule courses, except for HTQs, will be designated for funding under the LLE if the provider is located within in the UK but outside of England.

However, as HTQ courses and courses on both parts of the Designated Course List are not included in the designation provisions of the devolved administrations they will not be designated for support if undertaken at providers in Wales, Scotland and Northern Ireland.

#### Overseas (including ULIP)

All courses designated for student support under the LLE must be substantially provided in the UK, meaning 50% or more of the provision must be provided at a UK based providers, the only exception is for course at University of London Institute in Paris (ULIP).

ULIP is a campus run by Queen Marys, University of London College and is an exception to the general course location requirements as students enrolled at this campus will be abroad for all three years.

Students domiciled in England immediately prior to commencing study at ULIP will be eligible to apply for LLE support where their course commences on or after 1 January 2027.

## 5.2. Designating Modules

From January 2027 for the first time the LLE will provide financial support for designated modules taken outside of full qualifications. The introduction of funding for modules is intended to support a more flexible approach to learning, enabling learners to study in smaller units. DfE expect that modules offered should have standalone value to a student's learning journey while still being capable of being combined to undertake a full qualification.

In January 2027, designated modules will have a limited scope of qualifications and subjects to support DfE in ensuring that modular provision delivers high-quality, meaningful outcomes.

As with full courses, modules must meet certain requirements set out in the regulation to be designated under the LLE.

Only modules of the following courses may be designated for LLE support:

- HTQs regardless of subject and at providers on the 'Module Approved Subject and Provider List'
- Level 6 courses in approved subjects and at providers on the 'Module Approved Subject and Provider List'
- Specified courses at specified providers on 'the Modules Alternative Approvals List'

### 5.2.1. DfE Approval to deliver designated modules

DfE is responsible for determination of subjects and providers that can run designated modules. In 2025, the department ran an expression of interest<sup>1</sup> process to determine the providers who would be eligible to offer modules from 1 January 2027. Details relating to the EOI and the successful providers are published online [here](#). A second EOI process is expected in 2026 and further detail will be published online when this opens.

All providers on the list must be OfS registered to deliver modules and franchising will not be permitted for modules under the LLE. This means that providers delivering

provision under franchise arrangements with an OfS-registered provider will not be able to offer LLE-funded modules.

Approval of designated modules of HTQs is derived from a course's approval as a HTQ on the already established [HTQ list](#).

The DfE modular approval process created two approaches to form the basis of module designation under the LLE, these are the “module approved providers and subjects list” and the “modules alternative approvals list”

Providers not on either of these lists are not able to offer modules under the LLE.

### [Module Approved Providers and Subjects List](#)

DfE will publish a list of approved providers and subjects from time to time which can be located here ([Approved Subjects and Providers](#))

Similarly with the general designation of full courses, if a provider is listed by DfE, they may deliver designated modules in any of the approved subjects as long as those modules meet the designation criteria set out in the regulations for modules (regulation 11).

From 1 January 2027 the list of those approved subject areas and CAH Level 2 level are as follows below:

- Computing (11-01)
- Engineering (10-01)
- architecture, building and planning, excluding the landscape gardening subgroup (13-01 but not those in CAH 13-01-03)
- physics and astronomy (07-01)
- mathematical sciences (09-01)
- nursing and midwifery (02-04)
- allied health (02-06)
- chemistry (07-02)
- economics (15-02)
- health and social care (15-04)

### Module Alternative Approvals List

Some providers are only approved to deliver designated modules of specified courses as stipulated by DfE and these are listed the module alternative approvals list.

Providers on this list may deliver modules of the specified courses only, modules from other courses run by these providers will not be designated.

The Modules Alternative Approvals list is published [here](#).

### 5.2.2. Parent Course

Under the LLE, all designated modules must be linked to a parent course, a Parent course is a course designated under regulation 10 and must be actively delivered by the provider as a course before it can be modularised. Parent courses must be credit bearing if it is to be modularised.

Non-credit bearing courses, and non-taught elements of otherwise credit bearing courses, may not be modularised (placements etc) and modules themselves cannot be parent courses.

Where the provider is on the Module Approved Providers and Subjects List the parent courses they may modularise are:

- HTQs in any subject area or
- Level 6 courses in a subject area on the list

Only the parent courses stipulated in the Module Alternative Approvals list may be modularised at these providers. All courses approved this way will either be a HTQ or a Level 6 course.

While modules can be included in a number of different courses a provider will only need to link one parent course per module.

#### **Example**

The **University of Bath** wishes to deliver a 30 credit Statistics module which is included in both their Mathematics and their Physics degrees they currently provide. While the module could be linked to either Mathematics or Physics as a parent course, it only needs to be linked to one of these. **University of Bath** therefore decides to link this new module to the Mathematics degree.

#### Level 6 Parent Courses with multiple HECoS codes

SLC allow providers to assign up to 5 HECoS codes to a course.

Where a level 6 parent course at a module approved provider has multiple HECoS codes assigned, most of the codes must be in approved subjects in order for the parent course to be modularised.

Therefore, the following determination applies for the purposes checking if a course can be modularised:

- where **more than 50%** of the HECoS codes assigned to the level 6 parent course fall within an approved subject CAH level the course can be modularised.
- where **50% or less** of the HECoS codes assigned to the level 6 parent course fall within an approved subject CAH level the course cannot be modularised.

The table and examples below demonstrate how this process would work in practice where multiple HECoS codes are assigned to a level 6 parent course:

**Table 2 – Determining whether a Level 6 parent course with multiple HECoS codes can be modularised**

Number of HECoS Codes	Able to be Modularised?
2	If 2/2 are in an approved subject CAH.
3	If 2/3 or 3/3 are in an approved subject CAH.
4	If 3/4 or 4/4 are in an approved subject CAH.
5	If 3/5, 4/5 or 5/5 are in an approved subject CAH.

### Examples

**Manchester Metropolitan University** offers a Computer Science Honours degree course, starting in February 2027. The course is added to CMS with two HECoS codes assigned: Computer Networks 100365 and Computer Science 100366

As both of the HECoS codes fall within the CAH grouping 11-01 Computing which is an approved subject area, the Computer Science Honours degree course can be modularised.

The **University of Derby** offers a Finance and Mathematics Honours degree course, starting in March 2027. The course is added to CMS with two HECoS codes assigned: Accounting 100105 and Mathematics 100403.

As only one of the HECoS codes fall within the CAH grouping 09-01 Mathematical Sciences which is an approved subject area, the Finance and Mathematics Honours degree course cannot be modularised.

### 5.2.3. Module Level

To be designated for support under the LLE modules must be at level 4, 5, or 6 or a mixture of levels, with a single assigned level as determined by the provider and which is the same as when the module is taken as part of the parent course.

### 5.2.4. Module Credits

To be designated for support under the LLE Modules must have provider assigned credits to be designated for support, and the module must have a minimum of 30 credits.

Unlike full courses, there are no exceptions to this requirement, and those full courses with less than 30 credits cannot be modularised.

The credit value of a module must be the same regardless of whether it is studied as a standalone module or studied as part of the parent course.

#### Maximum Module Credits

There is no upper limit on the number of credits a module can contain, other than that a module cannot contain more credits than its parent course. It is expected that where a module is large enough to be a qualification in its own right, then it should be delivered as the full qualification.

#### Credit Bundling

The 30-credit minimum can be met as a single “standalone module” of 30 credits or greater, or as a “bundled module” of smaller modules of less than 30 credits combined from the same parent course. To be designated for support bundled modules must only contain smaller modules from the same parent course and be delivered at a single provider.

Providers will be responsible for forming bundled modules and determine which standalone modules from a parent course will be offered.

#### **Example**

**Newcastle University** bundles together a 10-credit module in Physics and a 20-credit module in Chemistry. As these courses do not come from the same parent course, they are unable to be designated as a bundled module.

Where a module spans more than one course year but meets the minimum 30-credit value for designation, it will only attract Tuition Fee Loan, loan for living cost and DSAs if the student is studying a minimum of 30 credits per course year.

#### **For example,**

**Walsall College** is delivering a 45-credit module which runs over 18 months, covering two course years. The course is delivered with 30 credits in the first course

year and 15 credits in the second course year. This means that although the module meets the minimum 30 credit threshold for designation, students will only qualify for student support in year one, due to product minimum credit requirements.

### 5.2.5. Module Duration

There are no minimum or maximum module durations stipulated within the regulations as a criterion for module designation.

While there are no durations stipulated for modules, providers are expected to consider what is a reasonable duration in which to deliver and undertake a module, alongside student support products.

Where a module spans more than one course year but meets the minimum 30-credit value for designation, it will only attract Tuition Fee Loan, loan for living cost and DSAs if the student is studying a minimum of 30 credits per course year.

### 5.2.6. Module Location

To be designated for support under the LLE modules must be delivered by a registered provider in England or by a provider outside of the UK in conjunction with a registered provider in England.

Modules that are delivered by providers in Northern Ireland, Scotland and Wales are not designated for support.

### 5.2.7. Module Standardised Transcript

To be designated for support under the LLE, a provider must ensure that modules contain an assessment that provides a standardised transcript on completion of each module.

DfE has published specific guidance on standardised transcripts including what information must be contained within each standardised transcript which can be found on GOV.UK [here](#).

## 5.3. General Designation Exceptions

Courses that otherwise meet the criteria for automatic designation under the LLE Student Support Regulations are not designated courses if they are:

- a distance learning PG pre-registration course or a PG pre-registration course less than two years in duration.
- a course which is on either part of the designated course list or is designated under 6 or 7 in the schedule detailed above and is arranged by a school or academy for a pupil of that school or academy.
- an employment-based teacher training scheme.

- a first-degree course leading to a professional qualification where a degree is required for entry, except in the case of graduate entry medicine, dentistry, and veterinary courses and architecture.
- a UK dual degree programme, unless it's a UK dual degree leading to a qualification as a medical doctor, dentist, veterinary surgeon, architect, landscape architect, landscape designer, landscape manager, town planner, or town and country planner.

## 6. Specific Designation

The Regulations will set out that the SoS has the discretionary power to specifically designate courses and modules that otherwise do not meet the criteria for automatic designation.

They may also revoke specific designation or the designation of a full course or module which meets the criteria for automatic designation at any time.

When applying these discretionary functions, the SoS typically must write to the SLC via a letter of instruction to confirm their application and to which course(s) they are being used to designated or de-designate.

DfE is responsible for maintaining and publishing a list of courses specifically designated by the SoS following instructions being sent to the SLC along with any specifically designated Schools Centred Initial Teacher Training (SCITTs).

### 6.1. Schools Centred Initial Teacher Training (SCITTs)

SCITTs are programmes that are typically PG ITT courses designed and delivered by organisations other than your typical university provider.

There are partnerships of schools running SCITT courses across England providing different kinds of teacher training covering primary, middle years and the full range of secondary subjects and SCITT providers can be schools, local authorities, private companies or non-OfS registered FE colleges.

The responsibility for accrediting these providers now sits with DfE and these courses lead to qualified teacher status (QTS) with many also awarding an academic award such as a Postgraduate Certificate in Education (PGCE) through validation arrangements with a OfS registered provider with the relevant awarding powers.

If a student is undertaking an Initial Teacher Training (ITT) course as part of a SCITT scheme at an institution that is not registered with the OfS then they will not be eligible to apply for funding unless the course is specifically designated and included on the SCITT list published by DfE.

## 7. Schedule 4 Courses – Further Information

### 7.1. First degree courses – (Schedule 4, paragraph 1)

For the purposes of student support including the LLE, a first degree includes

- honours degrees,
- ordinary degrees,
- first degrees in medicine, dentistry and veterinary science,
- integrated Master's degrees
- Foundation Degrees.

The term “first degree” refers to the fact that a degree or equivalent qualification is not a requirement of entry on to the course and has nothing to do with the degree classification awarded on completion.

#### 7.1.1. Integrated Master's degree

Integrated Master's degree courses are generally four-year programmes of study in science, engineering and mathematics disciplines and students typically enrol at the outset for the full course.

They comprise an integrated programme of study including, typically, three years of study at undergraduate level and one year of postgraduate study leading to a single, integrated undergraduate qualification, where holding a first degree or equivalent qualification is not a requirement to entry on the Integrated Master's.

#### 7.1.2. Scottish degrees

First degree programmes at Scottish Universities are usually a minimum of four years in length compared to the standard three years in the rest of the UK. These degrees, even when referred to by the historic title of “Masters” are considered first degrees, as a degree is not a condition of entry on to the course. Some longer Scottish degrees may qualify for additional entitlement via the long course additional entitlement mechanism ([link](#)).

#### 7.1.3. Foundation degrees

Foundation degrees are vocational higher education qualifications that feature work-based learning. Many foundation degrees, combine academic study with learning in the workplace.

Foundation degrees were introduced to help address the skills gap at the associate professional and higher technician level. They are typically developed with substantial help from employers and other stakeholders such as professional bodies. Some foundation degree courses contain learning in the workplace which should be treated as taught study at the provider.

Foundation degrees constitute 240 credits and provide a defined progression route to some bachelor's degrees. However, they are standalone designated qualifications in their own right and so differ from foundation years which must form part of an integrated programme with a first degree (see section 8.2.2).

### Foundation/Conversion Courses and Access Courses

Foundation degrees are often also confused with but differ from foundation courses (also known as conversion courses) which are typically free-standing courses that are one year in length and aim to prepare students for entry on a first degree in a specific subject, typically in subjects such as Art. This kind of provision is not designated for support as they do not form an integral part of the first-degree qualification.

Access courses, or access to HE courses, occupy a similar but more general role within the sector and are intended to prepare students for entry to any course listed within Schedule 4 (formerly "HE Courses"), they are a level 3 courses and do not meet the designation criteria for funding under the LLE either as standalone or as a integrated foundation year, as their purpose is to general. However these courses will continue to be designated under the ALL system, regardless of the LLE changes to Level 4-6 ALLs provision. For more information, please see the AY 26/27 Advanced Learner Loans guidance.

## 7.2. Courses falling under paragraph 6 and 7 of Schedule 4

The provisions under paragraph 6 and 7 of Schedule 4 is a very general one. It has the effect of designating any course which meets the other requirements of regulation 10 and:

- is at a standard higher than
  - GCE A levels,
  - Scottish Highers,
  - the National Certificate,
  - the National Diploma, but
- is at a standard not higher than a first-degree course, and
- for which a first degree or equivalent qualification is not normally required as a condition of entry.

With paragraph 6 providing for courses leading to a professional examination, and paragraph 7 providing for everything else meeting the criteria above, not otherwise designated by a different paragraph.

Courses under this paragraph must lead to a qualification awarded by a provider with UK degree awarding powers and be at least one year long to be designated for LLE support.

The requirement that a first degree, or equivalent qualification, must not be a condition of entry applies to the whole course, rather than being assessed on an

individual student basis where prior attainment or experience may have been taken into account. Consequently, postgraduate courses are generally not covered by these provisions, as they typically require a first degree for entry.

Given the broad scope of paragraph 6 and 7 of Schedule 4, providers are unlikely to find the specific qualification type within SLCs Course Management Service to enable the upload of course information. Providers should therefore contact SSIN Queries ([SSIN\\_Queries@SLC.co.uk](mailto:SSIN_Queries@SLC.co.uk)) with the following information:

- the qualification name
- whether or not it is for a professional examination
- the level of the qualification which the course leads to, and
- the normal entry requirement for the course.

So that the SLC can determine, in conjunction with DfE if required, if the course falls within these paragraphs and advise how to proceed.

### 7.3. Higher Technical Qualifications (HTQs)

Existing and new Level 4 and 5 qualifications can be put forward for approval by Skills England as an HTQ. HTQ approval signals that the qualification delivers the knowledge, skills and behaviours set out in the relevant occupational standards. Occupational standards are developed by employers and underpin apprenticeships, T levels and HTQs.

Level 4 and 5 technical qualifications, regardless of whether they currently meet LLE designation criteria, can be submitted to Skills England for approval as an HTQ. This can include existing Schedule and Course List qualifications, existing level 4 and 5 qualifications (e.g. Level 4 Diplomas) from Ofqual-regulated awarding organisations not yet on the Designated Course List, and newly developed qualifications.

Where an existing course is awarded HTQ approval by Skills England, it retains its underlying qualification, e.g. a foundation degree would retain its foundation degree qualification status whilst also being recognised as an approved HTQ following Skills England approval.

Under the LLE, all HTQs are designated for full support regardless of their underpinning qualification, subject to meeting the designation criteria set out in the regulations. A HTQ with an underpinning FE qualification may continue to attract ALL support if LLE designation criteria are not met, such as provider OfS registration, until the phase out of ALLs in 2030.

#### **Provider Funding Options**

There may be instances where a single qualification that is offered by an awarding body that has received HTQ approval from Skills England is delivered via multiple providers. As a result, the qualification with HTQ approval may be eligible to attract different forms of student funding at different providers (e.g. LLE and ALL).

Please see below a table summarising the funding options that are available for HTQs starting after 01<sup>st</sup> January 2027, depending on the status of the provider offering the course

**Table 3 – Provider Funding Options for HTQs**

HTQ STUDENT FUNDING OPTIONS		Does the provider of the HTQ hold a contract with DfE for ALL delivery and is the HTQ approved for ALL?	
		No	Yes
Is the provider of the HTQ OfS-registered?	Yes	LLE funding only.	LLE funding only.
	No	No LLE or ALL funding.	ALL funding only.

Once a provider has become OfS registered, they will not be able to choose to which funding system they wish the HTQ to attract, and courses starting after OfS registration will automatically be considered under the LLE designation criteria and will not be designated for ALLs. Any HTQ courses, starting prior to registration will continue to attract ALLs until their completion.

So, unlike in the existing system, a HTQ qualification maybe offered through both LLE and ALL funding systems by the same provider. For Example:

**Provider Y** is not registered with the OfS and is offering a one-year HTQ course that commences on 1<sup>st</sup> October 2026. Their HTQ course is funded under ALL arrangements. On 1<sup>st</sup> November 2026, Provider Y obtains OfS registration status. The next intake of Provider Y's HTQ course begins on the 11<sup>th</sup> January 2027. Provider Y is registered with the OfS, their HTQ will therefore be funded via the LLE as their HTQ commences after 1<sup>st</sup> January 2027 (i.e. LLE launch). Provider Y's HTQ course that started prior to OfS registration and LLE launch will continue to be funded under ALL arrangements until the course concludes.

However, a provider cannot access both ALL and LLE for the same HTQ programme.

If a provider chooses not to be OfS registered, their HTQs will not be designated for LLE support. Only qualifications on the finalised list of qualifications designated for ALL support can be eligible for ALL funding at non-OfS registered providers.

For more information on ALL support, please refer to the 'ALL' guidance.

## 8. Special Periods and Special Years

### 8.1. Special Periods

As with HESF, Sandwich placements, Study abroad and Turing mobilities are expected to continue to form parts of designated LLE provision, however, to enable greater flexibility, the definitions have been adapted to facilitate delivery of shorter periods. Though it is expected in many cases these may still be offered as complete years.

While the LLE policy will treat them as special periods and apply credit based fee limits, sandwich placements, study abroad and Turing mobilities at providers in Northern Ireland, Scotland and Wales will still be subject to year based rules as the devolved administrations will be retaining this concept when setting their fee limits.

Special periods will allow for the provider to charge up to an additional 120 credits for each type of special period within a course. So, if there is a course with a placement and study abroad year, they may charge for up to an additional 240 credits, 120 study abroad credits and 120 placement credits.

However, where there are multiple special periods of the same type, such as study abroad, within a course, a provider cannot charge for more than an additional 120 credits in respect of that activity across the duration of a course.

Each special period will have fee limits set at different per-credit rates from those of normal taught study.

Otherwise, a student undertaking a special period may qualify for special additional entitlement (SAE) and the special period may impact their qualification and entitlement to loans for living costs, GfDs, DSA and travel grant.

#### 8.1.1. Sandwich Placement

“Sandwich placement” means one or more periods within a course year, amounting to at least 13 weeks, which:

- is spent away from the home institution on work experience placements, either in the United Kingdom or abroad, other than as part of Turing mobility.
- is organised and facilitated by the home institution and does not contribute to a mandatory minimum amount of work placement this is required by a regulatory body contained within the relevant list published by the Secretary of State (SOS).
- is not from a course for the initial training of teachers.

alternates with periods of study at the home institution. (These periods of study may occur in different course years from the time spent away from the home institution).

### 8.1.2. Study Abroad

“Study abroad” means one or more periods within a full-time course year, amounting to at least 13 weeks, which:

- is spent studying abroad in conjunction with an overseas provider (out with the United Kingdom and Islands), other than as part of Turing mobility.
- may include taught study but does not include a work placement.

excludes study abroad that occurs in a course year containing at least ten weeks of study at the home institution and does not extend the overall duration of the course beyond its standard full-time equivalent (FTE). This cannot exceed three-years except for courses in medicine, dentistry, and veterinary sciences.

### 8.1.3. Turing Mobility

“Turing mobility” means one or more periods within a full-time course year, amounting to at least 13 weeks, which:

- Is spent either studying or undertaking work experience outside of the United Kingdom as part of “the Turing Scheme”.
- Excludes study abroad that occurs in a course year containing at least ten weeks of study at the home institution and does not extend the overall duration of the course beyond its standard FTE. This cannot exceed three-years except for courses in medicine, dentistry, and veterinary sciences.

### 8.1.4. Fee Limits for Special Periods

As with taught study DfE are responsible for setting out the fee limits, on a cost per credit basis, that an English provider can charge their students for special periods. These are also set out in The Lifelong Learning (Fee Limits) Regulations.

English Providers registered in the Approved (fee cap) category of the OfS register are subject to the fee limits for special periods set out in Table 5-6 below.

**Table 4 – 2026/27 Sandwich Placement Fee Limits**

The Provider has	Fee Limit (120 credits)	Cost Per Credit
An APP and a TEF rating	£1,955	£16.2917
An APP only	£1,905	£15.8750
A TEF rating only	£1,305	£10.8750

No APP or TEF rating	£1,270	£10.5833
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**Table 5 – 2026/27 Study Abroad Fee Limits**

The Provider has	Fee Limit (120 credits)	Cost Per Credit
An APP and a TEF rating	£1,465	£12.2083
An APP only	£1,425	£11.8750
A TEF rating only	£975	£8.1250
No APP or TEF rating	£950	£7.9167

**Table 6 – 2026/27 Turing Mobility Fee Limits**

The Provider has	Fee Limit (120 credits)	Cost Per Credit
An APP and a TEF rating	£1,465	£12.2083
An APP only	£1,425	£11.8750
A TEF rating only	£975	£8.1250
No APP or TEF rating	£950	£7.9167

The table includes the fee limits for 120 credits of sandwich placement, as this is how it is expressed in The Lifelong Learning (Fee Limits) Regulations, and represents the fee for a typical year of sandwich placement study.

English Providers registered in the Approved category of the OfS Register are not subject to a Fee Limit, however an LLE student's tuition fee loan entitlement will be capped.

The devolved administrations of Northern Ireland, Scotland and Wales are responsible for setting the fee limits that their providers can charge students and this will continue to be set as an annual figure.

## 8.2. Special Years

Some special elements of courses are not suited to being taken flexibly throughout the course or in periods less than a course year in duration, as a result under the LLE some special years have been retained and adapted to course years and credits.

### 8.2.1. Bursary Year

A “Bursary year” means a course year in relation to which the student is:

- eligible to apply for a healthcare bursary, the amount of which is calculated by reference to income whether or not the calculation results in a nil amount.
- eligible to apply for a Scottish healthcare allowance, the amount of which is calculated by reference to income whether or not the calculation results in a nil amount.
- eligible for a healthcare tuition payment in connection with the NHS Bursary Scheme in England, except where that course leads to qualification as a medical doctor or dentist.

A Bursary year cannot be undertaken as a period shorter than a year, however multiple Bursary years may be undertaken as part of a designated course, therefore there are no specific credit-limits on how much of a course is a “bursary year”

Bursary years are considered taught study for the purposes of fee limits.

As fee support in a Bursary year is provided by the NHSBSA or devolved administrations, students will not be entitled to a Tuition Fee Loan. Students on a bursary year will continue to be entitled to a reduced rate of loan for living cost only.

### 8.2.2. Foundation Year

A “foundation year” is an additional period of study comprised of 120 credits or 1,200 notional learning hours, whether in a single course year or otherwise, that:

- is integrated with an undergraduate course at the start of that course, and may be enrolled for at the same time as enrolling for that undergraduate course,
- is designed to equip students with the skills and knowledge that are needed for progressing to an undergraduate course,
- a student who chooses or is required to undertake a foundation year must complete successfully in order to progress to the first year of an undergraduate course,
- may result in the student being awarded a qualification that is separate from the qualification awarded as a result of completing the undergraduate course to which the student progresses, and

- subject to contractual arrangements, may be undertaken at an institution (which may or may not be a registered higher education provider) that is different from the provider to which the student applied and with which the student has enrolled for the undergraduate course.

Foundation years are distinct offerings from designated foundation degree courses, and non-designated foundation year courses (section 7.1.3 above).

### 8.2.3. Foundation Year Fee Limits

Foundation year study is taught study; however, it is differentiated between higher fee foundation year fee limit (same as standard taught study fee rates) and lower fee foundation year fee limit.

HECoS codes will be used to determine whether the higher or lower-fee limit applies to a foundation year, and a foundation year will have the same HECoS codes as the course it is integral too. The CAH subject groupings that attract the lower fee foundation year fee limit are set out in Annex A.

Where multiple HECoS codes are assigned to a course, the majority of the HECoS must be in higher fee limit subject to qualify for the higher fee limit.

The following determination applies for the purposes checking if a foundation year is subject to the higher or lower-fee limit:

- where **more than 50%** of the HECoS codes assigned to the course fall under the CAH3 subject codes listed in Annex A, the foundation year will be subject to the lower-fee limit
- where **50% or less** of the HECoS codes assigned to the course fall under the CAH3 subject codes listed in Annex A, the foundation year will be subject to the higher-fee limit.

The table and examples below demonstrate how this process would work in practice where multiple HECoS codes are assigned to a course with a foundation year:

**Table 7 – Determining whether a foundation year that forms part of a course with multiple HECoS codes assigned is subject to the higher or lower-fee limit**

Number of HECoS Codes	Subject to lower-fee limit?
2	If 2/2 are in a CAH 3 subject area detailed in Annex A.
3	If 2/3 or 3/3 are in a CAH 3 subject area detailed in Annex A.
4	If 3/4 or 4/4 are in a CAH 3 subject area detailed in Annex A.
5	If 3/5, 4/5 or 5/5 are in a CAH 3 subject area detailed in Annex A.

## **Examples**

**Newcastle University** offers a Maths and Economics undergraduate degree course with an integrated foundation year, starting in February 2027. The course is added to CMS with two HECoS codes assigned: Economics 100450 (lower-fee) and Mathematics 100403 (higher-fee).

The Mathematics HECoS code accounts for exactly 50% of the HECoS codes attributed to the course. As Mathematics does not fall under any of the CAH3 subject codes listed in Annex A, the foundation year is subject to the higher-fee limit.

The **University of Birmingham** offers a Finance and Mathematics undergraduate degree course with an integrated foundation year, starting in March 2027. The course is added to CMS with three HECoS codes assigned: Accounting 100105 (lower-fee) and Mathematics (higher-fee) 100403 and Economics 100450 (lower-fee).

The HECoS codes for Accounting and Economics fall under the CAH3 subject codes in Annex A. As Accounting and Economics account for more than 50% (2/3) of HECoS, the foundation year is subject to the lower-fee limit.

English Providers registered in the Approved (fee cap) category of the OfS register are subject to the fee limits set out in Tables 8 and 9 below. Table 8 applies to all higher-fee foundation year study. Table 9 applies to all lower-fee foundation year study.

**Table 8 – 2026/27 Higher-Fee Foundation Year Fee Limits**

<b>The Provider has</b>	<b>Fee Limit (120 credits)</b>	<b>Cost Per Credit</b>
An APP and a TEF rating	£9,790	£81.5833
An APP only	£9,525	£79.3750
A TEF rating only	£6,525	£54.3750
No APP or TEF rating	£6,350	£52.9166

**Table 9– 2026/27 Lower-Fee Foundation Year Fee Limits**

<b>The Provider has</b>	<b>Fee Limit (120 credits)</b>	<b>Cost Per Credit</b>
An APP and a TEF rating	£5,760	£48

An APP only	£5,605	£46.7083
A TEF rating only	£3,835	£31.9583
No APP or TEF rating	£3,735	£31.1250

These tables include the fee limits for 120 credits of higher and lower-fee foundation years, as this is how it is expressed in The Lifelong Learning (Fee Limits) Regulations, and represents the fee for a typical year of higher or lower-fee foundation year study.

English Providers registered in the Approved category of the OfS Register are not subject to a Fee Limit, however a LLE student's tuition fee loan entitlement will be capped.

The devolved administrations of Northern Ireland, Scotland and Wales are responsible for setting the fee limits that their providers can charge for a foundation year, and these will not be varied by subject, however DfE will be capping a LLE students tuition fee loan entitlement using the same subject groupings for provision in the rest of the UK. .

Student's studying on a Foundation year may qualify for tuition fee loans, loans for living costs, grants for dependents, travel grant and disabled students allowance in accordance with the provisions relating to those products.

#### 8.2.4. Intercalated Year (Intercalation)

An "intercalated year" means an additional year of study undertaken part way through a course in medicine, dentistry or veterinary science where a student studies a different subject (which may be in a field other than medicine, dentistry or veterinary science) and leads to the student being awarded an additional degree at the end of their course.

An intercalated year cannot be undertaken as a period shorter than a year in total, and where a course contains an intercalated year, a provider may charge up to an additional 120 credits. An intercalated year is defined as taught study for the purpose of fee limits.

Student's studying on intercalated year may qualify for tuition fee loans, loans for living costs, grants for dependents, travel grant and disabled students allowance in accordance to the provisions relating to those products.

A student may undertake a postgraduate intercalated year but they will not be entitled to no support via the LLE for this year, they may however be eligible to apply for the Postgraduate Masters Loan.

Since the removal of the ELQ rule under the LLE, students returning to undergraduate study after a postgraduate intercalated year will be able to apply for full support under the LLE.

## 9. Priority Courses

A priority course is a course that can attract additional tuition fee loan entitlement as it has been identified by DfE as delivering critical skilled graduates in professional areas. To be identified as a priority course, a course must:

- be aligned to a specified subject type,
- lead to a specified qualification, e.g. a degree-level course, and
- lead to a relevant professional outcome, i.e. allow for professional registration in a specified area.

Defined priority courses may change over time to reflect the needs of the economy and plug skills gaps as required by DfE and Ministers. The courses set out below

As well as attracting Priority Additional Entitlement (PAE), a number of these courses have other unique designation and funding arrangements.

### 9.1. Medicine and Dentistry (including Graduate Entry)

Most undergraduate medicine and dentistry courses lead to the award of two degrees and are listed as level 7 on the QAA framework, even though a first degree is not a condition of entry on to the course.

However, these undergraduate programmes are designated as a single course and classed as a first degree for the purposes of the regulations, and therefore can attract LLE funding if the course leads to qualification as:

- a medical doctor via registration with the General Medical Council
- a dentist via registration with the General Dental Council

Medicine and dentistry courses may also be studied as a “second degree”, more commonly known as graduate entry programme, where a first degree is a requirement to entry on the course, these courses are usually shorter than when the course is done as a first degree, at 4 years in length. Graduate entry programmes in medicine and dentistry are designated for support in Schedule 4 Regulation 10 and may also attract LLE funding if they lead to qualification as a medical doctor or a dentist.

Medicine and Dentistry courses also continue to attract a non-income assessed NHS bursary in the later years of the course from NHS England. Where students are eligible to apply for this bursary, they will receive less support from SLC, as some or all their fees are paid by the NHS and they are entitled to a bursary covering some of living costs.

LLE will cover any fee remaining not covered by the bursary, which is typically only the case in graduate entry programmes, and students may qualify for the reduced element of the loan for living cost only.

NHS bursaries are usually available from year five on undergraduate medicine and dentistry courses, and from year two on graduate entry courses.

There are some exceptions to this rule:

- students who intercalate on to another designated LLE qualification during the first four years of their course will only be in the fourth year of their medical or dental course when they reach their fifth year of study but will still be eligible for the NHS Bursary.
- students who undertook a foundation year as an integral part of their medical (or dental) course will be eligible for the NHS Bursary in the fifth year of study.
- students who repeat a year(s) will not be eligible for an NHS Bursary until the fifth year of their course, disregarding any repeat periods/years.

Students who have never received government funding for study before will have enough standard LLE entitlement to complete the four years funded by LLE needed for the undergraduate programmes, as the NHS bursary covers the rest.

However, where a student has had any government funded study previously, and their standard entitlement would be exhausted by studying a medicine or dentistry course, they will be able to receive Priority Additional Entitlement to cover the remaining cost of the course.

## 9.2. Undergraduate courses in Nursing, Midwifery and Allied health profession subjects

Undergraduate courses in these subjects are covered by the first-degree provision in schedule 4 and while most programmes offered in the UK lead to registration with the relevant professional bodies (pre-registration courses), this isn't a requirement for designation and both programmes that lead directly to registration with the relevant bodies and those that don't can attract standard LLE support. However, only pre-registration courses can attract additional support through the PAE.

For a course to be a pre-registration course, it must lead to inclusion on the professional register of:

- a) the General Dental Council, for dental progression subjects,
- b) the Health and Care Professions Council, for Allied Health Profession subjects other than dental profession subjects, or
- c) the Nursing and Midwifery Council for midwifery or nursing.

Allied health profession subjects may sometimes have a wider application in the sector reflecting other courses that fit the general description, however for the purposes of the LLE and PAE funding the "allied health profession subjects" include

- Chiropody
- Dental profession
- Dietetics
- Dietetics and nutrition
- Occupational therapy
- Orthoptics
- Orthotics and prosthetics
- Physiotherapy
- Podiatry
- Radiography
- Radiotherapy
- Speech and language therapy

Depending on where these courses are run in the UK, students may be eligible to apply for a healthcare bursary, with bursaries being available to students studying these courses in Wales via the Welsh Government, subject to meeting the requirements of their bursary scheme. Eligible LLE students who are also eligible to apply for this bursary will receive reduced support through the LLE.

Healthcare bursaries are not available to students on these in England, Northern Ireland and Scotland and Eligible LLE students may therefore qualify for full support under the LLE.

### 9.3. Postgraduate Courses in Nursing, Midwifery and Allied health professions

Postgraduate healthcare courses are level 7 and require a first degree as a condition of entry, and therefore are not “first degree” courses, so are provided for in Schedule 4 Regulation 8 as “a postgraduate pre-registration course”.

To be designated for support under the LLE, postgraduate courses in nursing, midwifery and allied health professions must:

- Lead to registration with the relevant professional body (as set out in UG courses above)
- At least two years in duration, and
- Cannot be a distance learning course.

If they do not meet these criteria, then they will not be designated under the LLE, they may however be designated for postgraduate support.

### 9.4. Initial Teacher Training

A range of different course and qualifications come under the umbrella term of “initial teacher training” (ITT) courses and are designated for support under the LLE through several provisions. Courses can be designated under three mechanisms as:

- a first-degree course (Regulation 1, Schedule 4) covering undergraduate degree ITT courses
- an ITT course (Regulation 5, Schedule 4) covering undergraduate ITT provision that isn't a first degree (including FE ITT) and postgraduate ITT courses (PGCE, profGCE)
- specifically designated SCITT courses

All designated ITT courses lead to one of two distinct outcomes, depending on the level of teaching that can be undertaken on completion of the ITT course. These are:

- ITT courses for the School Sector for students wishing to teach at primary and secondary school level, these confer Qualified Teacher Status or the equivalent in the devolved administrations, and
- ITT courses for the FE sector for students wishing to teach at levels higher than secondary school level, these do not confer QTS

All ITT courses, leading to either outcome can attract priority additional entitlement, even though FE ITT does not confer a professional registration in the same way as other priority courses.

#### 9.4.1. Employment-based teacher training scheme

ITT courses taken as part of an employment-based teacher training scheme are not designated for LLE support. An employment-based teacher training scheme is a scheme set up by the Secretary of State, or the Welsh Ministers, and enables a student to gain qualified teacher status through employment at a school or other educational establishment (except a pupil referral unit) whilst employed, typically lasting a year in duration. These schemes are only applicable to School sector ITT courses.

#### 9.4.2. School Direct Training Programme

The School Direct Training programme in England is considered any employment-based teacher training scheme when the student opts for the salaried route, which is not designated for support.

However, where the student opts for the non-salaried route within the School Direct Training programme, this isn't considered employment-based scheme, and they are eligible to apply for a bursary from DfE and may qualify for student support under the LLE.

#### 9.5. ITT courses for teaching in the FE sector

Designated FE ITT courses are subject to the regulations and requirements of the UK administration in which they are delivered.

#### 9.6. England

Courses for teaching in the FE sector in England do not lead to the award of QTS. Under the LLE only courses included on the "recognised initial further education

teacher training courses” list, as published by DfE are designated for support. The list of eligible courses can be found [here](#).

The lists restricts funding to courses developed by an English provider with degree awarding powers, to the following levels and qualifications:

- level 5, a course leading to the
  - Diploma in Teaching (Further Education and Skills)
  - Certificate in Education (CertEd)
- level 6, a course leading to the
  - Professional Graduate Certificate in Education (PgCE)
  - Professional Graduate Diploma in Education (PgDE)
- level 7, a course leading to the
  - Postgraduate Certificate in Education (PGCE) Postgraduate Diploma in Education (PGDE)

Designated FE ITT courses can be offered by providers with degree awarding powers, or by other OfS-registered providers that have validation arrangements with providers with degree awarding powers.

While these courses do not confer QTS they must allow a person to meet the [occupational standard for a learning and skills teacher](#) in full in order to be designated.

Although course names are not prescribed, providers have been advised that courses should clearly identify that they are for the training of teachers to work in the FE sector and, where possible, course titles should include the subject of the training, aligned with subjects at sector subject area level.

No other FE ITT courses in England may be designated for LLE support.

### **Wales**

The provision for FE ITT qualifications in Wales is different from in England, and the acceptable FE ITT qualifications for teaching in Wales are the:

- PGCE in Post Compulsory Education and Training (PCET),
- Professional Graduate Certificate in Education (PgCE) in PCET, and
- Certificate in Education in PCET.

### **Northern Ireland**

The Further Education Teachers’ (Eligibility) Regulations (Northern Ireland) 2007, as amended, require that every full-time and Associate lecturer employed as a Further Education (FE) lecturer must have such qualifications which are approved by the

Department for the Economy. Only the following qualifications are recognised for teaching in the Northern Ireland FE Sector:

- University of Ulster BA (Honours) in Education;
- Postgraduate Certificate in Education (PGCE), obtained in the Republic of Ireland (provided the individual also holds a 'conditional registration' or 'full registration' with the Teaching Council in Ireland);
- The Northern Ireland Postgraduate Certificate in Further and Higher Education (PGCFHE);
- The Northern Ireland Postgraduate Diploma in Further and Higher Education (PGDFHE); and
- The Northern Ireland Postgraduate Certificate in Education (Further Education) (PGCE (Further Education))

## **Scotland**

All FE teachers must be registered with the General Teaching Council for Scotland. To register an individual needs either the Teaching Qualification in Further Education (TQFE) from a Scottish Higher Education Institution or an equivalent to a minimum of Scottish Credit and Qualifications Framework level 9 (FHEQ levels 5/6). Accepted equivalents include those with a recognised Primary or Secondary teaching qualification awarded in Scotland and teaching experience in Further Education. Qualifications from the other DA's are also accepted if they are comparable to the TQFE.

## **9.7. Social Work**

Undergraduate Social work courses are designated as a first degree in the schedule, and like undergraduate healthcare courses both courses that lead to registration and those that don't, may be designated for standard LLE support.

Priority Additional entitlement is only available to pre-registration social work courses that lead to direct qualification as a social worker via registration with the any of the following:

- Social Work England
- Social Care Wales
- the Scottish Social Services Council
- Northern Ireland Social Care Council

Social Work pre-registration courses also received a social work bursary, which is not the same as a healthcare bursary, and does not impact a student's entitlement and they may qualify for full LLE support, subject to meeting the relevant criteria.

Some providers run a joint honours programme of in nursing and social work, which are also designated courses which can attract PAE if leading to registration with either

body. Students on these joint programmes may be eligible to apply for a standard healthcare bursary, in which case they will be entitled to reduced LLE support.

Postgraduate Social work courses are not designated under the LLE for any funding.

## 10. Other Specialist Courses

There are some courses that do not fall into the category of a priority course which are still considered to represent a specialist field of study with unique features and funding arrangements. Some of these specialist courses will instead attract SAE for a longer course, where they satisfy the necessary qualifying requirements.

### 10.1. Architecture

Architecture courses can be split into one of three types:

- an initial 3-year undergraduate first degree (part one)
- a second 1-year postgraduate master's qualification (part two)
- a third further postgraduate qualification (part three).

A student typically must undertake part one, a work placement and part two to become registered as an Architect with the Architects Registration Board (ARB). This has resulted in the Architecture pathway requiring a unique approach in student support designation, including under the LLE.

An undergraduate part-one Architecture course, is a level 6 first degree and is designated by itself under paragraph 1 of Schedule 4, attracting standard LLE support. A student will be eligible to apply for LLE support for this part, even if they do not progress to the other elements of the Architecture pathway.

A postgraduate part-two Architecture course is a level 7 master's degree, and it is only designated for LLE support where it is taken in conjunction with part-one architecture degree as a single course.

Typically, students will take part-one and part-two as separate courses with a period of work experience in between, and this will still be considered a single course where the student can demonstrate the link between the parts and has not:

- not withdrawn or abandoned their course between completing part-one and commencing part-two, or
- had an excessive gap between completing part-one and commencing part-two (up to three years).

Where a course is considered a single course, a student's eligibility and entitlement will be reflective of the rules applicable when they started part-one, this will be

managed by SLC operational colleagues when the application for part-two is received. Alternatively, some Architecture provision is set up as a single five-year course, combining parts one and two, with a year of placement, these courses are integrated masters.

Part-two courses taken following a break from part-one, or after non-architecture first degrees will not be designated for LLE support by themselves, as they require a first degree as a condition of entry. Part-two may however be designated for Postgraduate Loan support via the Postgraduate Loans regulations.

Part-three architecture courses are not designated for any student support.

Architecture courses are not priority courses but may instead attract additional entitlement as a longer course, or for a special period depending on how the courses are set up. For further information please refer to the "LLE Tuition Fee Loan Entitlement" guidance chapter.

## 10.2. Veterinary Science (including Graduate Entry)

Like medicine and dentistry courses undergraduate Veterinary Science courses lead to the award of two degrees and are listed as level 7 on the QAA framework, even though a first degree is not a condition of entry on to the course.

These undergraduate veterinary science programmes are also designated as a single course and classed as a first degree for the purposes of the regulations and therefore can attract LLE funding if the course leads to qualification as a veterinary surgeon via professional registration with the Royal College of Veterinary Surgeons.

Undergraduate veterinary science programmes are typically 5 years in duration and will attract additional support past the standard LLE entitlement to cover this longer duration via the long course additional entitlement mechanism. Veterinary science programmes are not priority courses and students will be required to self-fund any deficit between course fees, their standard entitlement and long course additional entitlement.

Graduate entry veterinary science programmes are also designated for LLE support (Schedule 4, Regulation 11) but as these are typically 4 years in duration and they will not attract any additional entitlement and must be funded using standard LLE entitlement.

## 10.3. Paramedic Science

Paramedic Sciences programmes cover a range of courses which can lead to a student becoming a Paramedic, these courses may be designated under the LLE subject to the relevant criteria, just like any other course. DfE does not provide any

additional funding mechanisms for Paramedic science courses, and as such they will only be covered by a student's standard LLE entitlement.

However, paramedic science courses in England may be eligible to receive support through Local Education and Training Boards and Local Ambulance Service Trusts.

Students who receive funding from these sources are deemed to be in receipt of a healthcare award, which falls within the definition of a healthcare bursary. The type and amount of support available varies between boards and trusts, and as a result so does a student's available support under the LLE. Where an award is available from a board or trust and a student is eligible to apply for

- a non-income assessed award, the student will not be eligible for LLE funding for that course
- an income assessed award, the student will be eligible for LLE funding and entitled to a reduced LLE entitlement
- a fee only award, the student will be eligible for LLE funding but will not be entitled to a TFL for the fees covered by the award.

In Wales, Paramedic Science is considered an allied health profession and can attract an NHS bursary from the Welsh Government, students who are eligible to apply for these bursaries may receive reduced LLE support only.

# 11. Annexes

## 11.1. Annex A: Lower Fee Foundation Year CAH Subjects

List of subjects for lower foundation years fee rate, defined by Common Aggregated Hierarchy 3 (CAH3)

Subject Name	CAH3 Code	Subject Name	CAH3 Code
Rural Estate Management	CAH06-01-04	Studies of Specific Authors	CAH19-01-04
Social Sciences (Non-Specific)	CAH15-01-01	Creative Writing	CAH19-01-05
Sociology	CAH15-01-02	Others in English Studies	CAH19-01-06
Social Policy	CAH15-01-03	Linguistics	CAH19-01-07
Anthropology (Excluding forensic anthropology)	CAH15-01-04	Celtic Studies (Non-Specific)	CAH19-02-01
Development Studies	CAH15-01-05	Gaelic Studies	CAH19-02-02
Cultural Studies	CAH15-01-06	Welsh Studies	CAH19-02-03
Economics	CAH15-02-01	Others in Celtic Studies	CAH19-02-04
Politics	CAH15-03-01	American and Australasian Studies	CAH19-04-08
Social Work	CAH15-04-01	History	CAH20-01-01
Childhood and Youth Studies	CAH15-04-02	History Of Art, Architecture and Design	CAH20-01-02
Law	CAH16-01-01	Heritage Studies	CAH20-01-04

Business and Management (Non-Specific)	CAH17-01-01	Classics	CAH20-01-05
Business Studies	CAH17-01-02	Philosophy	CAH20-02-01
Marketing	CAH17-01-03	Theology And Religious Studies	CAH20-02-02
Management Studies	CAH17-01-04	Education	CAH22-01-01
Human Resource Management	CAH17-01-05	Teacher Training	CAH22-01-02
Finance	CAH17-01-07	Combined, General or Negotiated Studies	CAH23-01-01
Accounting	CAH17-01-08	Personal Development	CAH23-01-02
Others In Business and Management	CAH17-01-09	Humanities (Non-Specific)	CAH23-01-03
English Studies (Non-Specific)	CAH19-01-01	Liberal Arts (Non-Specific)	CAH23-01-04
English Language	CAH19-01-02	Publicity Studies	CAH24-01-02
Literature in English	CAH19-01-03		

## 11.2. Annex B: Per-course Amounts

Course type	Credits
Architecture course leading to a postgraduate qualification accredited by the Architects Registration Board (ARB)	600
Bachelor's Degree offered by a provider in England, Wales or Northern Ireland	300
Bachelor's Degree offered by a provider in Scotland	360

<b>Course type</b>	<b>Credits</b>
Bachelor's degree with Honours or an undergraduate Master of Arts offered by a provider located in Scotland	600
Bachelor's Degree with Honours, including an undergraduate Master of Arts offered by a provider in Scotland (course has a standard full-time equivalent duration of at least 4 full-time years or has no full-time equivalent, but has a minimum of 480 credits)	480
Bachelor's Degree with Honours (including an undergraduate Master of Arts offered by a provider in Scotland) where the course has a standard full-time equivalent duration of 3 full-time years plus an additional short year, and a minimum of 4,200 learning hours	420
Bachelor's Degree with Honours where the course has a standard full-time equivalent duration of 3 full-time years plus an additional short year, and a minimum of 3,900 learning hours	390
Bachelor's Degree with Honours (including an undergraduate Master of Arts offered by a provider in Scotland) where the course does not meet the criteria for a 480-credit, 420-credit, or 390-credit bachelor's degree with Honours	360
Certificate of Higher Education	120
Diploma of Higher Education	240
First degree in medicine, surgery, dentistry, veterinary medicine, veterinary surgery or veterinary science, with full-time equivalent duration of 6 years or more	720
First degree in medicine, surgery, dentistry, veterinary medicine, veterinary surgery or veterinary science, with full-time equivalent duration of less than 6 years	600
Foundation Degree	240
Graduate Certificate	120

<b>Course type</b>	<b>Credits</b>
Graduate Diploma	120
Graduate-entry medical, dentistry, and veterinary courses	480
Higher National Certificate	120
Higher National Diploma	240
Initial teacher education programme (one-year full-time equivalent)	120
Integrated masters degree offered by a provider in Scotland, where the course does not meet the criteria for 600-credit or 480-credit integrated masters degree	720
Integrated masters degree offered by a provider in Scotland, where the course does not meet the criteria for 480-credit integrated masters degree	600
Integrated masters degree	480
Postgraduate course in architecture accredited by the Architects Registration Board	240
Postgraduate healthcare (3 years full-time equivalent)	360
Postgraduate healthcare (2 years full-time equivalent, plus additional short year)	300
Postgraduate healthcare (2 years full-time equivalent)	240

### 11.3. Annex C - Updates log

<b>Date</b>	<b>Version</b>	<b>Updates</b>
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27/04/2026	V0.1	Initial draft
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